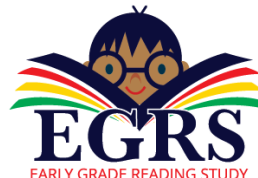




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## SCHOOL PRINCIPAL QUESTIONNAIRE

(To be administered by the fieldworker in a face-to-face interview)

### 1. Identifying information:

1.1. School name: \_\_\_\_\_

1.2. School's EMIS number: 

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1.3. Principal First Name: \_\_\_\_\_

1.4. Principal Surname: \_\_\_\_\_

1.5. Principal Title: \_\_\_\_\_ (Title – Dr, Mr, Ms, etc)

1.6. Principal Gender: 

Male	1	Female	2
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1.7. Contact numbers ( of school / principal):  
Tel: 

0									
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Cell: 

0									
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1.8. E-mail address: \_\_\_\_\_

1.9. Information provided by: 

Principal him/herself	1	Someone on his/her behalf	2
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### 2. Demographic and other characteristics:

2.1. Age of principal: \_\_\_\_\_

2.2. For how long have you been the principal in this school? \_\_\_\_\_ years

2.3. How many Grade 1 learners are enrolled at your school this year? \_\_\_\_\_ learners

2.4. How many educators are there now in Grade 1 to 3 in the school?

	Filled posts	Vacancies
Grade 1		
Grade 2		
Grade 3		

### 3. Characteristics and support:

3.1. How many parent meetings have you had at the school this year?

(Please mark <u>one</u> with an "X")	No meeting	One (1)	Two (2)	Three (3)	4 or more
	0	1	2	3	4

3.2. If yes, approximately what percentage of the Grade 1 parents attended?

(Please mark <u>one</u> with an "X")	No meeting	Less than 25%	25% - 50%	50% - 75%	More than 75%
	0	1	2	3	4

3.3. What percentage of learners in Grade 1 have at least one employed parent/ guardian?

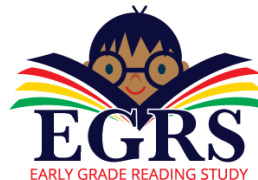
(Please mark <u>one</u> with an "X")	Less than 25%	25% - 50%	50% - 75%	More than 75%
	1	2	3	4



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3.4. How much of a problem are the following issues to providing good language teaching and learning?

Factor	A very big problem	A big problem	A small problem	Not a problem
(i) <u>Teacher</u> leave/ absenteeism/ late-coming/ lack of discipline	1	2	3	4
(ii) Learner absenteeism/ late-coming/ lack of discipline	1	2	3	4
(iii) Shortages of learning materials, books and library materials	1	2	3	4
(iv) Lack of parental involvement in language learning activities	1	2	3	4
(v) Disruption to schooling (e.g. Memorials, protests, cultural activities, extreme weather)	1	2	3	4
(vi) Lack of reliable scholar transport	1	2	3	4

4. Infrastructure and facilities:

4.1. Where is the school located?

(Select **only one**, most applicable option)

Remote rural / farming area	Small village	Informal / settlement area	Formal 'township' area (on the edge of a town or city)	Formal suburban area	Inner-city urban area
1	2	3	4	5	6

4.2. How many Grade R classrooms does the school have?

\_\_\_\_\_ classrooms

4.3. How many Grade R teachers/ practitioners does the school have?

\_\_\_\_\_ teachers

2. Foundation phase teaching:

2.1. How much time is allocated to EFAL lessons per week?

(Please mark <b>one</b> with an "X")	2 hours	3 hours	4 hours	5 hours or more
	1	2	3	4

2.2. Which of the following lesson types do you think are the most important during the first year of EFAL teaching?

(Please mark <b>two options at most</b> )	Group guided reading	Writing	Listening and Speaking	Shared Reading	Language use
	1	2	3	4	5

2.3. Do Grade 1 teachers in your school receive any coaching/ mentoring in the teaching of English?

Yes	1	No	2
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2.4. If yes, who is the coach/ mentor?

(Please mark <b>one</b> with an "X")	No Coaching/ Mentoring	District Official (CI)	Person from an NGO/ EGRS	Principal	HOD/SMT member	Another educator in the school
	0	1	2	3	4	5



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2.5. How many of your Foundation phase teachers will be retiring in the next year: \_\_\_\_\_ teachers

2.6. How many of your Grade 1 teachers will still be teaching Grade 1 next year: \_\_\_\_\_ teachers

**Thank the principal for his/her time and effort and the information provided so far!**

*The remaining information is mostly gained from site observation*

*(Data-collector is to complete the following few observations.)*

## School Observations

### 3. School register

Please request to see the school's teacher attendance register once the first period has started.

3.1. For the school as a whole, how up to date is the teacher attendance register? *(Select one option)*

Very few/no teachers have signed in for at least a week	Only some teachers have signed in for the preceding week	Most teachers have signed in for the week up to today	All teachers have signed in right up to today	No register available
1	2	3	4	5

3.2. For the previous full five-day week, please record the following from the attendance register:

Information required: <i>(Record "0" when there were no absences on a day. Include SGB posts.)</i>	Number
(i) How many teachers are there in the school in total?	
(ii) How many teachers were absent on <u>Monday</u> ?	
(iii) How many teachers were absent on <u>Tuesday</u> ?	
(iv) How many teachers were absent on <u>Wednesday</u> ?	
(v) How many teachers were absent on <u>Thursday</u> ?	
(vi) How many teachers were absent on <u>Friday</u> ?	

3.3. Does this school have:

	<i>(Please mark <b>all that apply</b> with an "X")</i>
Piped water	1
Working flush toilets for learners	2
Working flush toilets for teachers	3
Electricity	4
A working landline	5
Working internet	6
A classroom with a smart board	7